

Policy # 106	Subject: Grading and Grade Reporting
Effective Date: 11/27/17 Revised Date: 6/28/2021	Page 1 of 3
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DSCYF/DMSS/ Education Unit

I. PURPOSE

To provide guidelines that ensure grading, promotion, and retention is determined in a consistent manner and to ensure accurate communication concerning student achievement of the State Standards.

II. BACKGROUND

The Education Unit of the Division of Services for Children, Youth and Their Families is recognized as a service division for state public school districts. The Unit is committed to ensuring that all students meet or exceed rigorous performance and achievement standards and recognizes the need for the regular assessment of a student's academic progress during placement.

Delaware adopted the Common Core Standards in 2010, and full implementation began with the 2012-13 school year. 14 DE Admin. Code 502 addresses the requirement for alignment of local curriculum to the State Content Standards and 505 requires DSCYF to establish a policy which identifies the specific conditions for the award of credits for state content aligned activities.

Historically, grading practices varied widely between educational programs within the Unit. These varied practices created obstacles in the learning process and in the reporting of grades to a student's home district. This policy ensures that grades assigned to students across the unit are consistent, accurate, meaningful and provide real feedback to students, parents, and the student's next academic placement.

Procedure:

Grades in core content areas will now be defined by two broad categories: Formative and Summative.

Formative Assignments should be frequent and ongoing. This includes practice which leads up to a demonstration of mastery. These assignments should be considered checkpoints and provide an opportunity for feedback and revision. Formative grades include, but are not limited to, labs/explorations, classwork, quizzes, warm-ups, and formative assessments.

Summative Assignments are given after sufficient instruction, practice and feedback have been provided to students. They require students to demonstrate a mastery of learning targets/essential questions. Summative grades may include, but are not limited to, tests, common unit assessments, written assessments, projects, notebooks, unit tests, and essays.

In a grading system where all measures are afforded equal weight as a calculation of final grade, a student could receive high grades on formative assessments performed in small groups or with overt guidance and teacher assistance. This may affect the ability of teachers to accurately assess whether students have mastered targeted standards. When this occurs, student grades may not be a true measure of their understanding of critical concepts and learning targets.

To promote consistency, the following unit-wide grading policies have been established:

- Grades from formative assignments and assessments will make up 35% of the total grade
- Grades from summative assignments and assessments will make up 65% of the total grade.
- Summative assessments should be performed individually and without support resources for reference**
- Grades within each category (formative and summative) must be assigned a consistent score range.
- No grade will count for 25% or more of the final marking period grade
- All teachers are expected to have a minimum of 12 grades per quarter with a minimum of eight formative grades and four summative grades
- Teachers must update grades weekly in eSchoolPlus gradebook

Subjective student qualities such as behavior, participation, effort and attitude will not be considered when computing a grade for a student. Grades must be based on evidence of what students know and are able to do measured against state and Common Core standards.

GRADING SYSTEM:

A numerical grade will be given for all courses in which a student is enrolled. Numerical grades will be converted to letter grades for transcript purposes. Percent scores are rounded to the nearest whole number. Therefore, any score below .5 rounds down and any score ending in .5 or above rounds up.

Letter Grade	Grade Point	Percentage
A	4.0	94 – 100%
A-	3.7	90 – 93%
B+	3.3	87 – 89%
B	3.0	83 – 86%
B-	2.7	80 – 83%
C+	2.3	77 – 79%
C	2.0	73 – 76%
C-	1.7	70 – 72%
D+	1.3	67 – 69%
D	1.0	60 – 66%
F	0.0	0 – 59%

** This does not include modifications or accommodations identified for use by a student's IEP or 504 plan.

GRADE REPORTING:

- Teachers are expected to update their gradebooks on a weekly basis. Principals will be expected to review gradebooks on a regular basis. Entries are expected to adequately identify the assignment given and the point value assigned should be consistent with the type of entry
- Grades should be kept for students from the first day of enrollment. If a student moves between sites during the first 10 days of enrollment, these individual grades will be shared with the receiving site for inclusion with the rest of the marking period grades. These grades should be entered into FOCUS when the student leaves and the receiving site will weight the grades accordingly if the student remains for the rest of the marking period.
- School staff will communicate to students and parents on a quarterly basis the student's level of academic performance in the essential curriculum
- The interim report will reflect the progress of the student through the date of the report's issuance and will not represent the marking period or final grade
- Report cards will be issued at the conclusion of each marking period and will reflect all work completed during that marking period unless otherwise indicated
- Report cards will be generated and ready for dissemination within 1 (one) business day of the end of the marking period.
- Teachers will download a PDF of their gradebook at the end of each marking period and submit the final version electronically within five (5) days of the end of the marking period.

EXTRA CREDIT:

The following guidelines have been established for the use of Extra Credit:

- If utilized, must be made available to all students in the class
- Must reinforce course competencies/state/Common Core Standards
- Must not replace a missing assignment/assessment
- Must only be an option when all other assignments are complete
- Must be added into the formative grading category
- Cannot account for more than two formative grades in a marking period
- Is optional

III GUIDANCE:

It is the building Administrator's responsibility to ensure that pupil grading occurs in a consistent, fair, and timely manner. Student grades must be a reflection of what a student is able to do when measured against identified standards. Grades from outside vendors and/or online courses will be vetted by the building Administrator who shall hold the final authority and accountability for their veracity.

It is imperative to the Unit's transition policy that accurate grades are available on an ongoing basis and without undue delay.

It is an expectation that all teachers will keep their gradebook in eSchoolplus for tracking purposes. However, if the work is housed in a stand-alone program designed for credit recovery, the work will be recorded in that system and the grade will be retrieved for inclusion on the student's report card.

Training in these expectations will be provided upon request.